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ABSTRACT

A questionnaire was developed to measure faculty morale and was administered to all full-time faculty members (N=51) at a community college. The form developed consisted of three sections: (1) a list of 36 positive and 36 negative hypothetical experiences which the faculty member checked if he/she had experienced the incident described in the statement; (2) a morale scale and four questions to obtain a validity check on the morale level marked; and (3) 14 questions relating to personal information. The most frequent positive morale items marked dealt with academic freedom, faculty cooperation and friendliness, and student rapport. The most frequent negative item dealt with physical limitations of the classroom. Using a morale scale of one (extremely low) to seven (extremely high) the mean morale level was computed to be 5.77. Significant difference at the .01 level was revealed using morale scores and responses to the question related to accepting a similar position at another institution with the same salary; and at the .05 level using morale scores and responses given to the question regarding income from other endeavors. A review of the literature and the survey instrument are included. (Author/NHM)

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A FACULTY MORALE STUDY IN A COMMUNITY COLLEGE

by

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A FACULTY MORALE STUDY IN A COMMUNITY COLLLGE

I. STATEMENT OF THE PROBLEM

The primary purpose of this study was tri-fold:

1. To develop a faculty morale survey form based on a review of the related literature,

2. To administer the morale survey form to all full-time faculty on the staff of a particular community college,

3. To analyze the results obtained from the survey form.

II. SIGNIFICANCE OF THE STUDY

The community college faculty of the participating institution had never before been surveyed in regard to morale level. Much research has been undertaken in the area of faculty morale; and it has been determined that morale affects productivity, relationships with colleagues, and attitudes toward the institution, colleagues, and students that are being served by the institution.

Given information on faculty morale level, administrators can better make decisions as to the factors that would provide for improvement and development of programs for both the institution and the faculty. It has become a realization to educational administrators the vast

impact that positive faculty morale has on the success of educational programs.

According to Graff and Street (1956:36-37), ". . . morale is the 'tone' of the individual and is a direct indication of his success in achieving purposes and meeting his needs." They also stated that those factors affecting morale were volatile by nature and that constant attention needed to be paid to these factors and to morale itself.

A relationship was found by Bentley and Rempel (1967) between group and individual goals toward cooperation and compatibility. They stated that "Morale refers to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation."

Morale is, based on research results, a dynamic and complex phenomenon. According to Wiles (1960:50-51), "Morale affects the amount of work a person does. Low morale cuts down on production. High morale increases it. If morale is high, a staff will do its best to promote effective learning."

The basic significance for this study lies in the acceptance and approval that has been obtained for the conduction of this study by both the administration and the faculty of the participating institution. This implies a realization on the part of this institution of

the importance of morale awareness and the affect of morale on the successful obtainment of stated goals and objectives.

III. DEFINITION OF TERMS

The following terms were used in the study:

Morale. A concept suggesting individual attitude of satisfaction, desire, and willingness to work for group and/or organizational goals (Viteles, 1953:11-12).

Full-time faculty member. An individual teaching a minimum of 12 credit hours per quarter.

Incident. An event which may have affected individual morale either positively or negatively.

Morale survey form. A form developed which contained a list of incidents deemed to affect morale either positively or negatively to which the faculty member responded, a scale on which the faculty member indicated overall morale level and four statements included to check validity of overall morale level marked, and a personal data section for the purpose of gathering information on age, sex, marital status, length of service at the institution, and previous experience as an instructor and/or administrator.

IV. LIMITATIONS OF THE STUDY

The following limitations were foreseen for the study:

1. Complete anonymity was guaranteed to the participating faculty members; therefore, it was assumed that the data gathered was accurate.

2. In view of the fact that all full-time faculty were asked to participate in the study rather than a random sample, it was assumed that there were no negative attitudes developed toward the study.

3. It is imperative that administrators be made aware of faculty morale and that the faculty is aware that the administration is concerned about morale levels.

4. Morale is an important factor in the success of obtaining personal and institutional goals.

VI. PROCEDURES FOR COLLECTING AND ANALYZING THE DATA

The following procedures were followed for collecting and analyzing the data for the proposed study:

1. An extensive review of related literature was conducted to gather incidents found by other researchers that affect morale either positively or negatively in order to construct a list of morale factors.

2. After the morale survey form had been constructed, the form was administered to all full-time faculty members at the institution, again with guarantee of complete anonymity.

3. The results of the data were analyzed in depth using appropriate statistical tests to determine:

a. Percentage of returns,

b. Total frequency distribution by morale incident,

c. Mean positive morale/negative morale scores,

d. Mean morale scores,

e. Analysis of personal data with morale scores.

4. The results of the faculty morale survey was made available to the administration of the community college upon completion of the study.

VII. ORGANIZATION OF THE STUDY

The study is organized as follows:

1. Chapter I contains the statement of the problem, significance of the study, definition of terms, limitations of the study, basic assumptions, procedures for collecting and analyzing the data, and organization of the study.

2. A review of related literature is presented in Chapter II.

3. Chapter III describes in detail the procedures used for collecting the data, the analyses of the data gathered, and the results of the analyses.

4. Summary, conclusions, and recommendations are presented in Chapter IV.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of literature on teacher morale in the community college produced significantly little from a requested ERIC Search from the North Carolina Science and Technology Research Center. Finding a lack of materials from the ERIC Search, using "morale" and "attitudes of teachers in two-year post-secondary education" as the key words, the writer conducted a manual search.

According to E. C. Hunter (1955:345-5), "Industry, business, and education are increasingly recognizing the significance of human factors." Hunter also states that various studies indicate that the most important determinants of success and productivity in human enterprises are social factors.

> The major task of any organization appears to be the creation and continuance of a favorable social and emotional climate that will capitalize on the potentialities of workers and provide the basic satisfactions that people want. In situations where workers obtain these satisfactions, attitudes of interest, cheerfulness, initiative, devotion, and cooperation are evidenced. Increase in production and growth in unity, strength and effectiveness usually accompany such attitudes. (Hunter, 1955:345-5)

Hunter defines high morale and the accompanying mental and emotional reactions as "the capacity of a group of people to pull together persistently and consistently in pursuit of a common purpose or, the quality of giving

fully of one's best efforts to carry out a purpose or the capacity and courage to carry on a task with determination, loyalty, cooperation, and a sense of personal satisfaction and well-being." Indicators of low morale, according to Hunter, include "loafing, bickering, absenteeism, dissatisfaction, lack of confidence, high turn-over, inefficiency, and low production." Hunter states that it is imperative that workers and management "agree on and pursue common goals, but perhaps the most important element in morale is what the workers feel and believe, not what actual conditions are."

F. S. Chase studied factors for satisfaction in teachers (1951:127) and identified the following as major factors: "freedom of the teacher to plan his own work, salary, quality of professional leadership and supervision, opportunity for teachers to participate in educational planning and policy making, and adequacy of physical facilities."

A teacher morale survey was conducted by Shilland (1949:479-486), and the following factors were found to be the most important to morale for the population surveyed:

1. Doing work for which one is prepared and interested
2. Adequacy of equipment and supplies
3. Consideration and courtesy by superiors
4. Physical working conditions

5. Job security
6. Administrative cooperation and assistance
7. Friendly attitude of fellow teachers
8. Fair compensation
9. Development of personality in association with and inspiring young people
10. Pupil attitudes of respect toward teaching

A study by Leipold and Yarbrough (1949:29-30) on factors affecting morale revealed the following in order of importance:

1. Administrative support to teachers in discipline problems
2. Deep-seated belief in and personal enjoyment of teaching
3. Just and adequate salary plan
4. Proper student courtesy and respect for teachers
5. A good retirement and pension plan
6. Professional attitude shown by all in handling teacher grievances
7. Adequate sick and emergency leave policies
8. Personal interest and confidence in ability and integrity of staff shown by administrators
9. Cooperative spirit among teachers
10. Security through sound tenure

11. Constructive and democratic supervision procedures

M. Scott Myers (1964:73) presents the following questions and answers on motivated workers:

> What motivates employees to work effectively?
> A challenging job which allows a feeling of achievement, responsibility, growth, advancement, enjoyment of work itself, and earned recognition.
>
> What dissatisfies workers?
> Mostly factors which are peripheral to the job--work rules, lighting, coffee breaks, titles, seniority rights, wages, fringe benefits, and the like.
>
> When do workers become dissatisfied?
> When opportunities for meaningful achievement are eliminated and they become sensitized to their environment and begin to find fault.

Using the factor analysis approach to the study of faculty morale, Richardson and Blocker (1953:208-212) found from a review of literature that educational administrators' attention is being centered more and more on staff morale. Their study, using the rotated factor matrix produced four factors.

The first factor was identified as Supervision. Within the Supervision factor, the following categories had high loadings: Communication, Confidence in Administration, Relations with Immediate Supervisor, and Professional Growth and Advancement.

The second factor was identified as Self-Integration. The categories having high loadings in this factor were: Relations with Fellow Workers, Status and Recognition, and Identification with the Institution.

The third factor, Institutional Environment, had high loadings in the categories of Relations with Students, Professional Growth and Advancement, Work Environment, and Work Load.

Employment Rewards was found to be the fourth factor. Adequacy of Salary and Adequacy of Fringe Benefits were the categories with high loadings on this factor.

Richardson and Blocker (1953:208-212) concluded that "The findings of this study indicated the desirability of utilizing the recent advances in industrial research to identify and describe the basic dimensions of morale in the educational environment."

A study on faculty morale and selected factors in community colleges in North Carolina was conducted by Brooks (1970) using The Faculty Attitude Survey (Richardson and Blocker, 1956), The Tennessee Self-Concept Scale (Fitts, 1965), and a personal data sheet. Analysis of the data produced a positive relationship between the total mean morale score and the total basic identify, behavior, self-esteem, physical self, high self-satisfaction, family self, moral-ethical self, and social self scores. Further analysis produced a negative relationship between the total mean morale score and the total self criticism score.

Using a population of 5,000 teachers in 24 school systems, the following generalizations on morale

and factors related to morale were stated by Redefer (1959:59):

1. The quality of the educational program was closely related to teacher morale. Morale was found to be higher in schools that had a higher rated educational program than in the schools with lower ratings.
2. Efficiency ratings and morale scores correlated significantly.
3. Neither marital status, sex, nor age were found to be factors affecting morale.
4. Elementary or secondary employment was not a morale factor determinant.
5. Level of morale was not solely determined by salary status.
6. Personnel patterns were found in the structure of the secondary school systems, which had implications on morale status.
7. Morale was not determined by the socio-economic status of the school community.
8. "Problem schools" did not necessarily cause low morale.

According to Bentley and Rempel (1967), "Morale refers to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation." Stagner

(1958:64-78) used almost the same concept of morale when he defined morale to include the dimensions that the individual could see a probability of satisfying his own needs through cooperation with groups or organizations.

Teacher morale and curriculum development was studied by Coffman (1951:305-332). Coffman stated that "Teachers are important people. . . . The whole personality of the teacher is involved in the educative process . . . Morale, which previously referred to the feeling tone associated with persistent effort in the face of unfavorable conditions, has come in recent years to refer to this complex feeling tone arising from a person's successive emotional reactions on the job."

CHAPTER III

PROCEDURES AND ANALYSES OF THE DATA

I. PROCEDURES FOR COLLECTING THE DATA

A review of the related literature produced four studies containing instruments used for morale analysis (Mason, 1962; Kavanaugh, 1963; Crothers, 1964; and Crothers, 1965). From these four studies, 390 items were gathered that had been shown to be indicators of positive or negative morale. From the 390 items, 72 (36 positive and 36 negative) items were selected based on relevance to the community college/technical institute environment. In order to determine the reliability of the items, Ebel's Intra-Class Correlation Coefficient was used which produced a reliability index of .82; and a single sort reliability was .64. These 72 incidents comprised the first part of the questionnaire.

The second part of the questionnaire consisted of a morale scale from one (extremely low) to seven (extremely high) with two through six being intervening levels. Each participant was asked to indicate present level of morale accordingly. Following the morale scale were four questions which were included to obtain a validity check on the morale level marked.

The third part of the questionnaire consisted of items to include such demographic information as sex, marital status, degree level, length of service, teaching area, teaching time assignment, information pertaining to chief administrative officer, sources of income, past work experience, etc.

A copy of the questionnaire in its entirety is presented in Appendix A.

After the initial draft of the instrument was developed, various individuals screened the form and gave suggestions for improvement on content and/or format. After several revisions, the final form was typed and duplicated.

A copy of the questionnaire was given to each full-time faculty member during an in-service work day between quarters. The faculty members were assured of complete anonymity by both the chief administrative officer of the institution and the researcher. The faculty was instructed to read the directions carefully and not to sign names or initial the forms in any way. Accompanying each questionnaire was a manilla envelope for use in returning the questionnaire upon completion.

A total of 51 questionnaires was distributed. Forty-seven were returned that could be used for analysis. Four instruments were excluded due to lack of completion

of items in parts three and four. The percentage of usable returned questionnaires was 92.2 per cent.

II. ANALYSES OF MORALE ITEMS

The data from the questionnaires was keypunched; and, using a UNIVAC 70/46 computer, various statistical tests were run. A complete item analysis from part one of the instrument is presented in Table I showing item number, whether the item was a positive (+) or negative (-) morale incident, number of responses, and percentage response. The ratio of positive/negative morale items was determined to be 4.000.

The most frequently marked positive morale item was item 12 which was marked by 42 faculty members or 89.361 per cent of the population - "I was given a great deal of independence and academic freedom in the presentation of material to my classes." Two positive morale items were marked by over 85 per cent of the population; item 2 - "The friendliness and cooperativeness of our faculty were of assistance to me in the fulfillment of my responsibilities; and item 42 - "A good student came to me and commented on how much he was enjoying one of my courses."

Of the negative morale items, the most frequently marked was item 22 - "The physical limitations of my classroom prevented me from properly utilizing certain

TABLE 1

ITEM ANALYSIS

ITEM		RESP.	PCT. RESP.	ITEM		RESP.	PCT. RESP.
1	+	34	72.340%	23	+	6	12.765%
2	+	40	85.106%	24	-	4	8.510%
3	-	2	4.255%	25	+	33	70.212%
4	-	1	2.127%	26	-	4	8.510%
5	-	9	19.148%	27	-		0.000%
6	+	31	65.957%	28	+	19	40.425%
7	-	5	10.638%	29	-	7	14.893%
8	+	12	25.531%	30	-	1	2.127%
9	-	14	29.787%	31	+	10	21.276%
10	-		0.000%	32	+	17	36.170%
11	+	20	42.553%	33	-	11	23.404%
12	+	42	89.361%	34	-	9	19.148%
13	+	27	57.446%	35	-	2	4.255%
14	-	9	19.148%	36	-	1	2.127%
15	+	28	59.574%	37	+	22	46.808%
16	-	2	4.255%	38	-	5	10.638%
17	+	32	68.085%	39	-	1	2.127%
18	-	5	10.638%	40	+		0.000%
19	-	4	8.510%	41	-	1	2.127%
20	+	32	68.085%	42	+	40	85.106%
21	-	2	4.255%	43	+	11	23.404%
22	-	18	38.297%	44	-	7	14.893%

TABLE I (continued)

ITEM		RESP.	PCT. RESP	ITEM		RESP.	PCT. RESP.
45	-	15	31.914%	59	+	11	23.404%
46	-	7	14.893%	60	-	6	12.765%
47	+	10	21.276%	61	+	8	17.021%
48	-	7	14.893%	62	+	27	57.446%
49	-	1	2.127%	63	-	8	17.021%
50	+	21	44.680%	64	+	27	57.446%
51	+	8	17.021%	65	-	13	27.659%
52	+	32	68.085%	66	+	2	4.255%
53	-	3	6.382%	67	+	15	31.914%
54	+	6	12.765%	68	-	4	8.510%
55	+	28	59.574%	69	+	19	40.425%
56	+	31	65.957%	70	-		0.000%
57	+	27	57.446%	71	-	4	8.510%
58	+	12	25.531%	72	+	28	59.574%
TOTAL NUMBER +			768	TOTAL NUMBER -			192
RATIO +/-			4.000				
POPULATION			47				

instructional techniques" - which was marked by 38.297 per cent of the faculty members.

Four morale items were not marked by any faculty member, three which were considered to be negative items and one which was positive. These were item 10 - "Undue pressure was used in the solicitation of my United Fund contribution"; item 27 - "A proposal for a new course on which I worked a great deal was turned down by the administration"; item 70 - "An act of student vandalism was performed against my personal property"; and item 40 - "I noticed a distinct improvement in the quality of my students as a result of the administration raising the standard for student retention."

In order to determine the validity of the items, an item correlation with the total score was computed using the split-halves method using a correction for attenuation. The reliability was determined to be .887. According to Gaynor (1973:3), item validity was established based on the correlation obtained.

III. ANALYSES OF MORALE SCALE DISTRIBUTION

The distribution of the morale levels marked by the faculty members is presented in Table II. The mean ($\bar{x}$) morale level, on a scale of one (extremely low) to seven (extremely high), was found to be 5.77. The lowest morale level marked was 4, by five faculty members: and

TABLE II

MORALE SCALE RATING DISTRIBUTION

Morale Scale Rating	Number Observed	Response Percentage
1 (extremely low)	00	0.00%
2	00	0.00%
3	00	0.00%
4	05	10.64%
5	16	34.04%
6	21	44.68%
7 (extremely high)	05	10.64%
Number of Responses = 47		
Mean ($\bar{x}$) Morale Level	5.77	

the highest morale level marked was 7, by five faculty members.

To obtain a validity check on the morale level marked, four questions followed the morale scale which required an answer of Yes or No. To questions 1 and 2, a Yes answer would indicate a low morale level; to questions 3 and 4, a Yes answer would indicate a high level of morale.

T tests were run using the morale score as the dependent variable and the Yes or No answer to each of the four questions as the independent variable. In some cases, answers were not given which made the population less than 47 from some of the analyses.

Presented in Table III are the results of the analyses. Significance at the .01 confidence level was established for question one - "Offered similar position with same salary at another institution, I would accept it." No significant difference was found for question two. Of the faculty members answering question 3 (46 responses) and question 4 (40 responses), all responses were Yes.

IV. ANALYSES OF DEMOGRAPHIC DATA

Fourteen items were included in part three of the questionnaire pertaining to personal information. Using the level of morale as the dependent variable and

TABLE III

RESULTS OF ANALYSIS BETWEEN INDICATED MORALE LEVEL AND RELATED FACTORS

Questions	Response	Number Observed	Mean ($\bar{x}$) Morale	Standard Deviation	Degrees of Freedom	t Ratio
1. Offered similar position with same salary at another institution, I would accept it.	Yes	4	4.500	1.000	45	2.8553**
	No	43	5.651	0.752		
2. Faculty has little or no voice in administrative policy.	Yes	7	5.429	0.535	23	0.5675
	No	18	5.611	0.778		
3. I enjoy working at this institution.	Yes	46	5.587	0.805		
	No	0				
4. My spouse and I like the location.	Yes	40	5.625	0.807		
	No	0				

**$p < .01$

responses to the individual questions as the independent variable, t tests, F tests, and analysis of variance was run. Because of missing responses, the population for some treatments was less than 47.

Presented in Table IV are the results of the analyses.

Sex and marital status was treated with two-way analysis of variance. No significant difference was found in the morale scores between marital status, sex, or the combining of marital status and sex.

Considering the number of years the institution had been in existence, length of service was divided into two levels: 0-4 years for the first level, and 5-9 for the second level. Using a t test, no significant difference was found in the morale scores for the two levels.

Highest degree attained was divided into six levels. No significant differences were found between the levels of degree attainment.

No significant difference was found from the results of the t tests applied to the morale scores of the faculty members in the technical/one-year programs and those in the college parallel program.

Of the full-time faculty members surveyed, all had either completely day classes or were split day/evening. No significant difference was found in the morale scores.

TABLE IV

RESULTS OF ANALYSIS BETWEEN INDICATED MORALE LEVEL AND DEMOGRAPHIC DATA

Question	Response	Number Observed	Mean ($\bar{x}$) Morale	Standard Deviation	Degrees of Freedom	t Ratio	F Ratio
1. Marital Status	Single/ Other	13	5.472	0.796			
	Married	34	5.649	0.828	1		0.209
2. Sex	Male	29	5.510	0.700			
	Female	18	5.611	0.924	1		0.356
Marital Status Sex	Single/ Male	4	5.500	0.577			
	Single/ Female	9	5.444	1.014			
	Married/ Male	25	5.520	0.823	1		0.266
	Married/ Female	9	5.778	0.833			

TABLE IV (continued)

Question	Response	Number Observed	Mean ($\bar{x}$) Morale	Standard Deviation	Degrees of Freedom	t Ratio	F Ratio
3. Length of Service (in years)	1 to 4	25	5.560	1.003	45	0.063	
	5 to 9	22	5.545	0.596			
4. Highest Degree Attained	No Degree	3	5.333	0.577			
	Associate (2 year)	2	5.000	0.000			
	Bachelor	7	5.571	0.535	5		0.296
	Master	30	5.633	0.850			
	Specialist (6 year)	3	5.333	1.155			
	Doctorate	2	5.500	2.121			
5. Primary Teaching Area	Technical/ 1 year program	16	5.500	1.033	45	0.310	
	College Parallel	31	5.581	0.720			

TABLE IV (continued)

Question	Response	Number Observed	Mean ($\bar{x}$) Morale	Standard Deviation	Degrees of Freedom	t Ratio	F Ratio
6. Instructional Assignment	Day	21	5.714	0.717			
	Evening	0			45	1.581	
	Split Day/ Evening	26	5.269	1.116			
7. Chief Administrator is:	Autocratic	20	5.300	0.865			
	Democratic	23	5.826	0.717	2		2.754
	Laissez faire	2	5.000	1.414			
8. Access to Chief Administrator	Yes	42	5.595	0.828	44	0.787	
	No	4	5.250	0.957			
9. Salary Main Source of Income	Yes	41	5.585	0.836	45	0.691	
	No	6	5.333	0.816			

TABLE IV (continued)

Question	Response	Number Observed	Mean ($\bar{x}$) Morale	Standard Deviation	Degrees of Freedom	t Ratio	F Ratio
10. Income From Other Endeavor	Yes	19	5.263	0.733	44	2.141*	
	No	27	5.778	0.847			
11. Previous Teaching Experience	Yes	8	5.750	0.707	45	0.733	
	No	39	5.513	0.854			
12. Have Had Previous Administrative Experience	Yes	19	5.526	0.841	45	0.181	
	No	28	5.571	0.836			
13. Teaching Schedule Within Your Area of Training	Yes	40	5.575	0.844	45	0.428	
	No	7	5.429	0.787			

TABLE IV (continued)

Question	Response	Number Observed	Mean ($\bar{x}$) Morale	Standard Deviation	Degrees of Freedom	t Ratio	F Ratio
14. Courses Taken Since Employment	Yes	40	5.550	0.783	45	0.063	
	No	7	5.571	1.134			

*$p < .05$

The faculty was asked if they perceived their chief administrator to be autocratic, democratic, or laissez faire. One-way analysis of variance was applied using the responses given as the independent variable and the morale scores as the dependent variable. No significant differences were revealed.

A t test was run to analyze the responses to access to chief administrator. Forty-two of the 46 responding faculty members found their administrator to be accessible; therefore, no significant difference was found.

Results from the t test using the morale scores and the responses to salary as main source of income indicated no significant difference.

T test analysis revealed a significant difference at the .05 confidence level between the morale scores of faculty members with income from other endeavors.

The remaining four questions, as shown in Table IV, pages 23 - 27, were treated with t tests. No significant differences were revealed. It is interesting to note that of the total population of 47 faculty members, 40 are teaching within their area of training, and 40 have taken courses since employment by the institution.

A summary of the responses to part two and part three of the questionnaire are presented in Table V.

TABLE V

SUMMARY OF RESPONSES FROM MORAL SECTION
AND DEMOGRAPHIC DATA SECTION

MORAL SECTION SUMMARY

Question	Responses 1	2	3	4	5	6	7	NR
Part A	0 0.00%	0 0.00%	0 0.00%	5 10.64%	16 34.04%	21 44.68%	5 10.64%	0 0.00%
Part B 1	4 8.51%	43 91.48%						0 0.00%
2	7 14.89%	18 38.29%						22 46.80%
3	46 97.87%	0 0.00%						1 2.12%
4	40 85.10%	0 0.00%						7 14.89%

Part A: Mean = 5.77 Median = 6.0 Mode = 6

DEMOGRAPHIC SECTION SUMMARY

Question	Responses 1	2	3	4	5	6	NR
1. Marital Status	13 27.65%	34 72.34%					0 0.00%

TABLE V (continued)

Question	Responses 1	2	3	4	5	6	NR
2. Sex	29 61.70%	18 38.29%					0 0.00%
3. Length of Service	12 25.54%	3 6.38%	3 6.38%	7 14.90%	5 10.63%	17 36.17%	0 0.00%
4. Education Level	3 6.38%	2 4.25%	7 14.90%	30 63.83%	3 6.38%	2 4.25%	0 0.00%
5. Teaching Area	28 59.57%	16 34.04%	3 6.38%				0 0.00%
6. Instructional Assignment	21 44.68%	0 0.00%	26 55.31%				0 0.00%
7. Chief Administrator	20 42.55%	23 48.93%	2 4.25%				2 4.25%
8. Access to Chief Administrator	42 89.36%	4 8.51%					1 2.12%
9. Salary Main Source Income	41 87.23%	6 12.76%					0 0.00%
10. Other Income	19 40.42%	27 57.44%					1 2.12%
11. Taught in Other System	8 17.02%	39 82.97%					0 0.00%
12. Administrative Experience	19 40.42%	28 59.57%					0 0.00%

TABLE V (continued)

Question	Responses 1	2	3	4	5	6	NR
13. Teaching Schedule in Area	40 85.10%	7 14.89%					0 0.00%
14. Courses Since Employed	40 85.10%	7 14.89%					0 0.00%

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

Summary

It was the primary purpose of this study to develop a faculty morale survey form based on a review of the related literature, to administer the morale survey form to all full-time faculty on the staff of a particular community college, and to analyze the results obtained from the survey form.

The survey form in questionnaire format was developed and is presented in Appendix A. The questionnaire was divided into three parts. Part one consisted of 72 items (36 positive and 36 negative) that had been shown to be indicators of morale level. Part two contained a morale scale and four questions included for a validity check on the morale scale level marked. Part three consisted of 14 questions relating the personal or demographic information.

The questionnaire was distributed during an in-service work day between quarters to 51 full-time faculty members at a community college. Of those distributed questionnaires, forty-seven, or 92.2 per cent, were returned and deemed usable for statistical analysis.

Using computer programs, the data was treated and the following analyses obtained:

1. Total item frequency distribution by number responding and percentage response,
2. Positive/negative item ratio,
3. Morale scale score distribution,
4. Mean ($\bar{x}$) morale level for the institution,
5. Analyses of morale level and responses to questions in part two and part three of the questionnaire.

In summary, the primary purpose of the study was satisfied.

Conclusions

Based on previous research, morale by definition is a dynamic and complex phenomenon. Morale and those factors affecting morale are volatile by nature and are difficult to define.

An informal verbal survey of the faculty participating in this study several days afterward indicated favorable reaction to the administration of such a form. The concensus of opinion was that such a study indicated interest and concern in faculty morale on the part of the administration of the institution.

The most frequent positive morale item marked dealt with academic freedom. The next most frequent positive

items dealt with faculty cooperation and friendliness, and with student rapport.

The most frequent negative morale item dealt with lack of space or physical limitations of the classroom.

Analysis revealed that no pressures were put on faculty members for United Fund contributions, no new course proposals that a faculty member had worked on and submitted had been turned down, and no act of student vandalism had been performed against any faculty member.

Using a scale of one (extremely low) to seven (extremely high), the mean ($\bar{x}$) morale level for the institution was computed to be 5.77. Placement on the scale could be interpreted that the morale level is a little high with 3.5 being the mid point. Further analysis revealed considerable consistency of a mean ($\bar{x}$) morale level of 5.

Significance at the .01 confidence level was revealed using a t test and the morale scores and the answers given to the question related to accepting a similar position at another institution with the same salary. Forty-three faculty members responded No and only four responded Yes.

T test results produced significant difference at the .05 level using morale scores and the responses given to the question regarding income from other endeavor.

Nineteen faculty members have other sources of income; twenty-seven do not.

In conclusion, it must be emphasized that the study involved only one community college and no generalizations should be made from this study to other community colleges in the area or other educational institutions.

II. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were formulated:

1. The participating institution take the results of this study and analyze the responses of the faculty members to the positive and negative morale items in order to determine strengths as well as weaknesses within the institution.
2. In view of the participating faculty members response regarding physical limitations, it is recommended that the administration consider, if possible, the construction of additional classroom space and/or the renovation of present space for better utilization.
3. The study should be conducted in other community colleges and technical institutes. The survey form has been sent to thirteen educational institutions for their consideration and inhouse use.

4. The study should be readministered at the participating institution periodically, preferably yearly, in order to establish a data base for further morale level analyses and study.
5. In view of the lack of research in the area of morale in the community college/technical environment, the survey form and the possible statistical analyses that are available has been forwarded to the Department of Community Colleges at the state level in order to encourage further investigation into the very complex and very important area of faculty morale.

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APPENDIXES

APPENDIX A

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. (a) Read each statement in the questionnaire carefully. After you have read a statement, place a check mark on the line to the right of the statement if you *definitely* remember experiencing the incident described in the statement during this school year.

   (b) If you do not immediately remember having experienced the incident, *do not* make a check mark.

2. Please complete the over-all morale rating and questions in accordance with the instructions for Section II.

3. Please respond to all fourteen entries under Section III Demographic Data.

PLEASE DO NOT SIGN YOUR NAME

SECTION I

1. An unusually difficult area of instruction which I presented was well received and understood by the class. _____
2. The friendliness and cooperativeness of our faculty were of assistance to me in the fulfillment of my responsibilities. _____
3. A secretary corrected me in the presence of others. _____
4. One of our best staff members left because of a better salary offer. _____
5. I was unable to attend a professional meeting because of a lack of travel funds. _____
6. I had the opportunity to voice my opinion on an important matter to an influential person in the administration. _____
7. I was accused of being unfair in my grading practices. _____
8. A difficult social problem was handled admirably by administration officials. _____
9. I was assigned to teach a class in an area in which I did not feel fully competent. _____
10. Undue pressure was used in the solicitation of my United Fund contribution. _____
11. I was afforded an unusual amount of freedom in selecting the courses and hours for teaching. _____
12. I was given a great deal of independence and academic freedom in the presentation of material to my classes. _____
13. I was encouraged by my superior to attend several important professional meetings. _____
14. I was assigned too many different courses to teach. _____
15. I observed evidence of heightened respect for the institution within the community. _____
16. The occasions were frequent when I could not get a suitable parking place. _____
17. A secretary lightened my work by giving me special assistance with a nonteaching task. _____
18. I discovered that a faculty member had unjustly criticized me in the presence of others. _____
19. My immediate superior on many occasions suffered from inadequate leadership. _____

20. I was the recipient of an expression of high confidence by my superior. _____
21. My position on a matter was not properly supported by my superior. _____
22. The physical limitations of my classroom prevented me from properly utilizing certain instructional techniques. _____
23. The physical facilities and surroundings in which I work were improved significantly. _____
24. I received a pay increase which was less than anticipated. _____
25. On many occasions I have been favorably impressed with the high quality of professional relations among members of the instructional staff. _____
26. Insufficient funds prevented me from conducting a class project in which I was particularly interested. _____
27. A proposal for a new course on which I worked a great deal was turned down by the administration. _____
28. I benefited from the tangible steps taken by our institution to encourage the development of new teaching techniques by staff members. _____
29. Several good students in my class failed an examination which I thought they should easily have passed. _____
30. I was not given the clerical help I needed for the completion of a nonteaching task. _____
31. The President complimented me on my performance. _____
32. The work I did on a project for the institution was recognized as a significant contribution. _____
33. A heavy teaching load precluded important course development and study on my part. _____
34. A decision was made on a problem with which I was concerned without my being consulted. _____
35. The custodial service for my office and classrooms was inadequate on too many occasions. _____
36. A progressive program which I was concerned with was hampered by political pressures and interference. _____
37. I was supported in my position on an important matter when I needed support. _____

38. I learned of an important administrative decision only after it appeared in a local newspaper. _____

39. I was unable to get a leave which I really needed. _____

40. I noticed a distinct improvement in the quality of my students as a result of the administration raising the standard for student retention. _____

41. My last salary increase was not as much as that received by less experienced instructors in our own institution. _____

42. A good student came to me and commented on how much he was enjoying one of my courses. _____

43. The area in which I teach unexpectedly received additional funds for an important project. _____

44. An unqualified staff member was employed to teach in the area which I teach. _____

45. Many of my students expressed more interest in the grade they received rather than the knowledge gained. _____

46. I was unable to get adequate secretarial assistance when I needed it. _____

47. I received some instructional supplies which I needed but did not expect to receive. _____

48. A student did not first seek my help before going to a higher authority in an effort to solve a problem. _____

49. As a result of repeated failures on the part of my students, I have almost lost confidence in my teaching ability. _____

50. One of my students did an exceptional bit of work on a difficult class project which I had assigned him. _____

51. The addition of new staff lightened my work load and allowed more time for lesson preparation and study. _____

52. A former student expressed to me his appreciation for my assistance to him while he was a student. _____

53. My efforts and recommendations to improve a course of instruction were ignored. _____

54. A highly respected educational, technical, or professional society presented me an award. _____

55. The administration consulted me early in the formulation of my teaching schedule for the term. _____

56. I received a significant salary increase. _____

57. The increased library budget has allowed a greater number of books to be purchased and utilized for our course work. _____

58. One of my students was the recipient of a high honor. _____

59. My opinion was instrumental in getting an individual selected for an important position. _____

60. I was assigned to a parking area on an inequitable basis. _____

61. The President directly complimented the work of my students. _____

62. I observed a student effectively applying my instruction to a situation outside of the classroom. _____

63. I received notification to teach a class without adequate time to prepare for it. _____

64. Students in one of my classes did exceptionally well on a difficult examination. _____

65. I was unfavorably impressed with the quality of one of our faculty meetings. _____

66. I was fully supported by my President during a period of stress which developed with one of my students. _____

67. I learned with personal pleasure of an honor received by a fellow faculty member. _____

68. The success of my service was hindered by the autocratic leadership of the President. _____

69. A student who had been a failure for others responded favorably to my guidance and instruction. _____

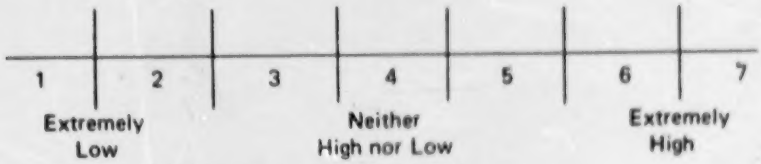
70. An act of student vandalism was performed against my personal property. _____

71. One of my students addressed me in a most insulting fashion. _____

72. Special attention which I gave to one of my slow students produced almost immediate noticable improvement in his performance. _____

SECTION II

A. Please mark the place on the scale that best describes your PRESENT level of morale.



B. Please answer the following with Yes or No:

1. If offered a similar position with the same salary at another institution, I would be inclined to accept it. _____Yes _____No
2. The faculty has little or no voice in administrative policies at this institution. _____Yes _____No
3. I enjoy working at this institution. _____Yes _____No
4. My spouse and I like the location. _____Yes _____No

SECTION III

DEMOGRAPHIC DATA

1. Marital status:
   - Single/Other _____ (1)
   - Married _____ (2)
2. Sex:
   - Male _____ (1)
   - Female _____ (2)
3. Length of service at institution (years): _____
4. Please indicate highest degree attained:
   - No degree _____ (1)
   - Associate _____ (2)
   - Bachelors _____ (3)
   - Masters _____ (4)
   - Specialists (6 year) _____ (5)
   - Doctorate _____ (6)
5. Please indicate one as your primary teaching area:
   - Technical _____ (1)
   - College Parallel _____ (2)
   - 1 yr. Technical Program _____ (3)

6. Please indicate instructional time assignment:

Day	_____	(1)
Evening	_____	(2)
Split Day-Evening	_____	(3)

7. Do you think your chief administrator is:

Autocratic	_____	(1)
Democratic	_____	(2)
Laissez faire	_____	(3)

8. Do you think you have accessibility to your chief administrator?

Yes	_____	(1)
No	_____	(2)

9. Is your teaching salary the greatest source of your total family income?

Yes	_____	(1)
No	_____	(2)

10. Do you receive income from any other personal endeavor?

Yes	_____	(1)
No	_____	(2)

11. Have you taught previously in another community college/technical institute system?

Yes	_____	(1)
No	_____	(2)

12. Do you have previous experience as an educational administrator or supervisor?

Yes	_____	(1)
No	_____	(2)

13. Is your present teaching schedule completely within the area of your training?

Yes	_____	(1)
No	_____	(2)

14. Have you taken any formal college courses since the first date of your teaching employment?

Yes	_____	(1)
No	_____	(2)

INSTITUTION _____

Please Do Not Sign Your Name!

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